DOCUMENT RESUME

ED 341 049 CS 010 826

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TITLE The Culturally/Linguistically Diverse Child, The Law, Reading Method Textbooks and the First "R."
PUB DATE 28 Feb 92
NOTE 24p.; Paper presented at the Annual Pennsylvania Black Conference on Higher Education (22nd, Philadelphia, PA, February 28, 1992). Preparation of this research report supported by a Summer Scholar Grant from Clarion University of Pennsylvania.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Black Dialects; *Black Students; Higher Education; Nonstandard Dialects; *Reading Instruction; Reading Research; *Textbook Bias; Textbook Research; *Textbooks
IDENTIFIERS African Americans; *Equal Educational Opportunities Act 1974

ABSTRACT

A study investigated African-American children, Section 1703(f) of the Equal Education Opportunity Act of 1974 and the attention paid to teaching these children to read in current reading method textbooks. The main aspects of Black English were identified and recognized as significant barriers to reading achievement. The contents of 14 of the most widely used college and university undergraduate reading method textbooks were analyzed to determine whether the reading needs of African-American children were being addressed. Results indicated that little attention was being paid in reading textbooks to the reading needs of African-American children and that the plight of these culturally and linguistically diverse children over the last two decades had not changed significantly. (Three tables of descriptive statistics, and a series of positive teaching steps to improve the situation are included; 22 references are attached.) (Author/PRA)

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ED341049

Pennsylvania Black Conference on Higher Education

22nd Annual Conference

February 28, 1992

Philadelphia, PA.

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The Culturally/Linguistically Diverse Child, The Law, Reading Method Textbooks and the First "R".

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CS010826

Preparation of this research report was supported by a Summer Scholar Grant from Clarion University of Pennsylvania.

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Abstract

This investigation focused on African-American children, Section 1703(f) of the Equal Education Opportunity Act of 1974 and the attention paid to teaching these children to read in current reading method textbooks. In this study, the main aspects of Black English were identified and recognized as significant barriers to reading achievement. The study then analyzed the contents of the most widely used college and university undergraduate reading method textbooks to determine whether the reading needs of African-American children were being addressed. The conclusion reached was that little attention was being paid in reading textbooks to the reading needs of African-American children and that the plight of these culturally and linguistically diverse children over the last two decades had not changed significantly. A number of tables of descriptive statistics were included and a series of positive teaching steps to improve the situation were recommended.

INTRODUCTION

Although everyone who is caught up in the "culture of poverty" is affected relative to academic success, the focus of this investigation will be limited to African-American children who live in a "culture of poverty." Over two decades ago, Lewis (1966) estimated that approximately ten million people lived in a "culture of poverty." Lewis further indicated that the largest numbers of the "culture of poverty" group were made up of "Negroes, Puerto Ricans, Mexicans, American Indians, and southern poor Whites." (p. 25).

During the past three decades, the linguistically different child has been discovered and rediscovered and attempts have been made to raise the child's academic achievement. Although the focus on the educational plight of the linguistically different child encompasses language diversity generally, the investigators' primary focus will be directed toward African-American children because they are at the bottom of the educational barrel when it comes to maximizing educational opportunities, and the African-Americans represent the largest minority group in America (Hodgkinson, 1991). The African-American child is also a member of a minority group that is plagued by a culture (the "culture of poverty") that is the genesis of a barrage of barriers that thwart academic achievement, especially in the area of reading.

OBJECTIVES

In this study the writers will concentrate on three major objectives which will be posed as questions.

1. What are authors and publishers of reading textbooks designed for undergraduate methods courses doing to provide prospective teachers with an understanding of the "rules", consistency and patterns of nonstandard English that create problems in teaching African-American children to read standard English textbooks?

2. What are authors and publishers of reading textbooks designed for undergraduate methods

courses doing to provide prospective teachers with the knowledge and understanding of how African-American children use nonstandard English?

3.What are authors and publishers of reading textbooks designed for undergraduate methods courses including in their textbooks to assist prospective teachers to deal with the problems associated with African-American children's use of nonstandard English and their learning to read?

THEORETICAL FRAMEWORK

The recognition of language differences between culturally different African-Americans and speakers of standard English is not a new phenomenon. Around 1750, Quaker Anthony Benezet "...perceived the necessity of training his Black youngsters in what he conceived to be their 'mother tongue rather than in the classic language, and got reactions from his teachers which closely parallel those from outspoken but linguistically naive whites in the twentieth century." (Dillard, 1972, p. 266).

It is ironic that twentieth century teachers, who have been given years of training, still enter the inner-city only to find their tasks of teaching the African-American child "irksome," and "monotonous." The "irksomeness" and "monotonousness" which exists in today's inner-city classroom is caused by "...the same lack of basic information which incapacitated Benezet's teachers in the eighteenth century." (Dillard, 1972, p. 266). In addressing the importance that language plays in the classroom, Hymes (1981) stated:

> The law of the land demands that equal educational opportunity not be denied because of language. "Language" has been understand most readily in terms of "language," such as Spanish, and structurally definable varieties of a language, such as Black English vernacular. If one defines "language," as I do, in terms of ways of speaking, as involving both structure and ways of using structure, there are even deeper

> implications, implications not yet legally explored. One's language affects one's chance in life, not only through accent, but also through action. Access to opportunities in the form of access to schools, job, positions, memberships, clubs, homes, may de depend on ways of using language that one has no chance to master, or chooses not to master (pp. vii-viii).

In spite of the fact that "the jury is in", relative to the plight of the child who is caught up in the "culture of poverty," viable steps are not in place to address the language needs of the linguistically different child. The academic plight of the linguistically different child, for the most, has been ignored. In discussing school reform and effectiveness, Passow (1984) expressed the following criticism:

> ... Simply recommending that school personnel set tougher, stiffer academic demands, and crack down on discipline problems without effecting necessary changes in pedagogy, curriculum, and personnel is an inadequate solution (p. 680).

Of course, there are programs such as Head Start, Chapter I, and state initiatives that are designed, among other things, to correct the poor child's "language deficiencies." The investigators do not lament these programs, but the fundamental assumptions on which some of the programs are based should be questioned, because teachers often base their philosophies and pedagogical approaches on the findings of linguists, psychologists, sociologists, etc., whose theories form the basis of compensatory programs.

For example, Bereiter and Englemann (1966) accepted Bernstein's (1961) original hypothesis, which proposed that since middle and lower class parents employ different child rearing practices, the end results are different patterns of language and thought between the middle and lower class. Middle class language was labeled an elaborated code, and the lower class

language a restricted code (Ginsburg, 1972).

The premise of this investigation is that teachers' knowledge of the African-American child's mode of communication is important, if we are to avoid language theories that cause the creation of programs that are based on a rationale of restricted codes and language deficiency theories. On a more formal basis, unless the teachers understand the consistencies (phonetics and phonology, morphology, syntax, and lexicon) of nonstandard English, they will not be prepared to develop activities that will teach the child to bridge over from the linguistically different language spoken at home, to standard English. That is, the teacher must be cognizant of the fact that linguistically different children are capable of using the elaborate code, but do not often do so because their social environment does not lend itself to long phrases and sentences. So the language controversy continues obscuring the real issue-the importance of the teacher having an indepth knowledge of nonstandard English. Further, an indepth knowledge of nonstandard English, especially as it is spoken by many African-Americans, would facilitate an understanding of the child's culture. But most importantly, once teachers discover that the syntactic structures of the linguistically different child's language and standard English are basically the same, many of the controversies relative to nonstandard English theories disappear.

Concerned educators should not let the controversy regarding language theories, cultural deficit theory, cultural different theory, etc., obscure the fact that school systems must address the needs of the linguistically different child. Dillard (1972) was more specific when he indicated that the teachers' knowledge of the Black child's language structure will not be gained by osmosis, but through training programs designed to assess and train teachers to recognize that the African-American child's language and standard English are both appropriate and

viable in their particular social setting. (p. 272).

Specifically, culturally different African-American children are expected to speak standard English by their teachers, but their peers expect them to speak nonstandard language on the playground and in the community. Therefore, the teachers should be expected to understand culturally different children's language, especially if they are going to introduce them to a language program that is substantially different from their dialect.

Unfortunately, most teachers are not even convinced that the Black child's language has structure. That is, for the most part, they are not aware of the grammatical structure of African-American dialect and, thus, attempt to superimpose standard English patterns on the African-American child's language structure. Labov (1962) called this unfortunate situation reciprocal ignorance "...Where teacher and student are ignorant of each other's system, and therefore of the rules needed to translate from one system to another." (Baratz & Shuy, 1969, p. 29).

The investigators contend that teachers may not use nonstandard materials, even if they were available in abundance, because they lack knowledge of the dialect structure's viability and may view nonstandard English negatively. However, special projects and programs have shown that there is a lack of "know how" in teaching skills pertaining to culturally different children when the teacher lacks knowledge of the children's language structure.

Shuy (1971) demonstrated his argument vividly when he indicated that here is little evidence to date which shows that we are training teachers adequately to recognize that: 1. There is relatively little in the way of materials geared to accommodate teachers who attempt to 'correct' the pronunciation of the African-American child, who is assumed to be verbally destitute;

2. There is practically no understanding of the legitimacy of language as spoken by African-Americans among teachers or, for that matter, among textbook writers". (pp. 54-56).

In his research, Fasold (1968) demonstrated that standard orthography is appropriate for low-class African-American children, despite the traditional argument that standard orthography is inappropriate for them. However, Fasold assumed that the teacher knows the correct sound-symbol relationships that are appropriate for understanding the African-American child's dialect (Baratz & Shuy, 1969). This information is relevant for teachers because it suggests that there are "threads" of commonalities that exist between the two languages, as well as the unique sound-symbol relationships that are appropriate for each language.

The United States Office of Education, responsible for federally supported teacher training programs, has admitted that education in this country "...needs to move from a single, White western culture, with a primarily Protestant view of past and present, to a multi-cultural view of education and this won't be done until we get administrators, teachers and support personnel in our schools who themselves have a multi-cultural point of view (Abraham & Troike, 1972, p. 10).

In essence, the literature shows consistently that many teachers are unsophisticated about the sructure of nonstandard English, but just how unsophisticated is not known. For example, Stewart (Dillard, 1972) has shown that teachers have difficulties with the language when they try to learn the grammatical patterns of a mode of communication that has been firmly established by the time a child enters school. In fact, by the time they enter school children have control over the phonology and grammar of at least one language, regardless of cultural background (Ginsburg, 1972). Interestingly, in her comprehensive study of the impact of social class differences on IQ, Bayley discovered that from birth to 15 months, the IQ of Whites and African-American children was essentially the same relative to all social classes (Ginsburg, 1972).

Only a serious effort directed at restructuring teacher training programs can provide the needed

skills, empathy and indepth insights into all aspects of teaching and learning in predominantly urban schools, with special emphasis on the African-American's child's speech habits and linguistic system. Such programs can and must be designed. Since educators have not taken the initiative relative to training teachers to teach the culturally/linguistically different child, at least one district court has mandated such training in an entire school district. This case, Martin Luther King Jr., Etc. v. Ann Arbor School District (M.L. King v. Ann Arbor School District), involved fifteen African-American school children whose families brought action against the Ann Arbor Michigan Board of Education and various other school authorities. The families alleged that the process of determining the eligibility of students for special education services violated their civil rights as established by the Equal Educational Opportunities Act of 1974. The Act was based upon Section 1703 (f) of The Equal Educational Opportunity Act of 1974 which states in part:

> No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by ... (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

The investigators contend as did Judge Joiner, in his well reasoned decision, that the mismatch between what the teacher is prepared to deliver and the culturally/ linguistically different child's readiness for fluency in reading thwarts the child's academic growth, not only in reading, but in the ...academic arena generally. Judge Joiner, in ruling in favor of the plaintiffs also took a thorough and scholarly approach relative to reviewing the history and academic plight of African-American children, and the barriers to reading fluency, caused by a mismatch in the structure of nonstandard and standard English. He also discussed reading fluency. In his ruling the Judge held "... the school district had not taken appropriate action, as required by

statute, to assure children's equal participation in instructional programs and the school would be required to take steps to help teachers recognize the home language of students and to use that knowledge in their attempts to teach reading skills and standard English." (M. L. King, Jr., v. Ann Arbor School District, p. 1371)

Viewed from a legal perspective, Section 1703 (f) of the Equal Educational Opportunity Act of 1974 is, in essence, a Civil Rights Bill for the linguistically different child. While the investigators do not subscribe to the term "Black English", they are cognizant of the significance and "power" of nonstandard English as well as the barriers posed by persons who are "fluent" only in nonstandard English (The writers feel that a more appropriate term for the language spoken by approximately eighty percent of the African-American populace would be simply, "situational English"). This would be a more appropriate term to use, since the children do not speak nonstandard English because they are African-American, but because of their environment or "situation". For example, many White-Americans, especially southern White-Americans also speak a form of nonstandard English that is mislabeled Black-English.

The goal of this research report is to re-ignite concern for the speakers of nonstandard English, and to communicate to teacher training institutions, school districts generally, and to teachers specifically, the importance of the linguistically different child's mode of communication which can be used as an instructional " tool", as the child is taught to bridge from nonstandard to standard English. This is a task that educators and "friends" of educators must accept, the legitimization of all modes of oral communication.

LIMITATION OF THE INVESTIGATION

This study will be limited to the nonstandard elements that are set out in M. L. King v. Ann Arbor, Michigan. The investigations have taken this approach because of the urgency of teaching the African-American child to read by becoming cognizant of the nonstandard barriers to

fluency in reading. Second, only the textbooks dealing with reading methods courses were used in the study. Instructors of undergraduate reading methods courses were not contacted to determine whether on not they used supplementary material to address the issues under examination.

METHOD

Procedure

In July 1991, the major publishers of college reading methods textbooks in the U.S.A. were identified by consulting with specialists in the field and by noting current E.R.I.C. documents, publishers' catalogs and required texts for reading courses from a number of institutions. There have been a number of mergers and changes in the publishing sector in recent years and several previously well known publishers no longer operate under their own trade name. The existing major publishing companies identified from this process were as follows;

Allyn & Bacon

Harcourt Brace Jovanovich

Harper Collins

Holt, Rinehart and Winston

Houghton Mifflin

Longman

Merrill

Random House

William C. Brown

Data Source

Representatives from the major publishing companies were then contacted and asked to list their current, best selling textbooks which were used to teach undergraduate reading methods courses throughout the U.S.A. Textbooks which dealt solely with a specific aspect of reading

such as phonics were not included in the final list and nor were texts designed for self-improvement courses such as study skills or writing. This survey of the major publishing houses resulted in the following texts being listed:

Texts Used in the Study

1. Barr,R., & Johnson, B. (1991). Teaching reading in elementary classrooms. New York: Longman.
2. Burns, P.C., Roe, B.D., & Ross, E.P. (1992). Teaching reading in today's elementary schools. (5th ed.). Boston: Houghton Mifflin.
3. Cheek, E.H.,Jr., Flippo, R.F., & Lindsey, J.D. (1989). Reading for success in elementary schools. Fort Worth: Holt, Rinehart and Winston.
4. Cunningham, P.M., Moore, S.A., Cunningham, J.W., & Moore, D.W. (1989). Reading in elementary classrooms: Strategies and observations. (2nd ed.). New York: Longman.
5. Duffy, G.G., & Roehler, L.R. (1989). Improving classroom reading instruction. (2nd ed.). New York: Random House.
6. Durkin, D. (1989). Teaching them to read. (5th ed.). Boston: Allyn and Bacon.
7. Harp, B., & Brewer, J.A. (1991). Reading and writing:Teaching for the connections. San Diego: Harcourt Brace Jovanovich.
8. Hayes, B.L. (Ed.). (1991). Effective strategies for teaching reading. Boston: Allyn and Bacon.
9. Heilman, A.W. Blair, T.R., & Rupley, W.H. (1990). Principles and practices of teaching reading. (7th ed.). Columbus: Merrill.
10. Klein, M.L., Peterson, S., & Simington, L. (1991). Teaching reading in the elementary grades. Boston: Allyn and Bacon.
11. Leu, D.J., Jr., & Kinzer, C.K. (1991). Effective reading instruction, K-8. (2nd ed.). New York: Merrill.
12. May, F.B. (1990). Reading as communication: An interactive approach. (3rd ed.). Columbus: Merrill.
13. Vacca, J.A., Vacca, R.T., & Gove, M.K. (1991). Reading and learning to read.(2nd ed.). New York: Harper Collins.
14. Zintz, M.V., & Maggart, Z. R. (1989). The reading process: The teacher and the learner. (5th ed.) Dubuque, Iowa: William C. Brown.

ANALYSIS

Initially, the texts were analyzed to determine if they addressed any of the three questions, posed in the objectives, which affected the reading needs of African-American children. Descriptors used to identify the topic in the textbooks included: *African-American, Black American, Black English, Black dialect, minorities, language differences, linguistically diverse, culturally diverse, dialectically diverse, bilingual, bicultural, ESL (English Second Language), NSE (nonstandard English) and LEP (Limited English Proficient).* If a particular text addressed the concern surrounding one of the questions, one point was credited. If the text addressed two of the questions, two points were credited and if the text addressed all three questions, three points were awarded. The results of this analysis were displayed in a table.

Next the selected texts were examined to determine the proportion of material which addressed the reading needs of African-American children. These figures were expressed in a table as a percentage in terms of each textbook. A matrix was then constructed to illustrate which texts dealt with any of the major categories of non-standard English used by African-American children as outlined in the following list:

Nonstandard English Expressions (As discussed in M. L .King v. Ann Arbor School District)

1. The use of the verb "be" to indicate a reality that is recurring or continuous over time.
2. The deletion of some form of the verb "to be."
3. The use of the third person singular verbs without adding the "s" or "z" sound.
4. The use of the "f" sound for the "th" sound at the end or in the middle of a word.
5. The use of an additional word to denote plurals rather than adding an "s" to the noun.
6. Non-use of "s" to indicate possessives.
7. The elimination of "l" or "r" sounds in words.

8. The use of words with different meanings.

9. The lack of emphasis on the use of tense in verbs.

10. The deletion of final consonants.

11. The use of double subjects.

12. The use of "it" instead of "there."

RESULTS

The first part of the study involved a tabulation of how many of the questions raised in the objectives were dealt with by each of the fourteen texts. Table 1 summarizes the results of these calculations. Five of the fourteen texts addressed all of the three questions which asked: what were authors and publishers of reading textbooks doing to provide prospective teachers with an understanding of the rules, consistency and patterns of nonstandard English that create problems in teaching African-American children to read standard textbooks; what were they doing to provide the teachers with an understanding of how African-American children use nonstandard English; and what were the publishers including in their textbooks to assist prospective teachers to deal with the problems associated with African-American children's use of nonstandard English when learning to read? Two of the texts dealt with the third question and seven texts did not address any of the questions posed in the study. In addition, the texts were examined to ascertain the proportion of material being devoted to the reading needs of African-American children.

Table 2 shows that the same five texts that addressed each of the questions raised in the Objectives, plus one other text, accounted for 84 pages (93%) out of the total of 90 pages which dealt with the reading needs of African-American children. Five other texts each contributed a page or more to the issue but did not deal with specifics and generally referred to the problem as an ESL or bilingual matter, or a problem with non-standard English. Overall,

only 90 pages out of the combined total of 7,710 pages from the fourteen texts, or 1.167%, dealt with the reading needs of African-American children.

Table 1: Questions in the Objectives Dealt with by Each of the Fourteen Textbooks

Number	Texts	Publisher	Questions		
			1	2	3
1	Tchg reading in elementary classrooms	Longman	0	0	0
2	Tchg reading in today's elem. schools	Houghton Mifflin	0	0	1
3	Reading for success in elementary schools	Holt	0	0	0
4	Reading in elementary classrooms	Longman	0	0	0
5	Improving classroom reading	Random House	1	1	1
6	Teaching them to read	Allyn & Bacon	0	0	0
7	Reading and writing	HBJ	0	0	0
8	Effective strategies for teaching reading	Allyn & Bacon	0	0	0
9	Principles & practices of teaching reading	Merrill	1	1	1
10	Teaching reading in elementary grades	Allyn & Bacon	0	0	0
11	Effective reading instruction	Merrill	1	1	1
12	Reading as communication	Merrill	1	1	1
13	Reading and learning to read	Harper Collins	0	0	1
14	The reading process	Wm. C. Brown	1	1	1

Table 2: Proportion of Textbook Content Dealing with African-American Children

Number	Text	Publisher	Pages		
			Afro-Amer	Text	%
1	Tchg reading in elementary classrooms	Longman	0	513	0.000
2	Tchg rdg in today's elem. classrooms	Houghton Mifflin	18	677	2.700
3	Reading for success in elementary schools	Holt	1	540	0.185
4	Reading in elementary classrooms	Longman	0	495	0.000
5	Improving classroom reading	Random House	13	483	2.692
6	Teaching them to read	Allyn & Bacon	1	532	0.188
7	Reading and writing	H.B.J.	0	542	0.000
8	Effective strategies for teaching reading	Allyn & Bacon	1	413	0.242
9	Principles & practices of teaching reading	Merrill	16	544	2.941
10	Teaching reading in elementary grades	Allyn & Bacon	1	504	0.198
11	Effective reading instruction	Merrill	11	618	1.780
12	Reading as communication	Merrill	12	590	2.034
13	Rdg and learning to read	Harper Collins	2	589	0.340
14	The reading process	Wm C. Brown	14	670	2.090

Table 3 illustrates how many of the nonstandard English expressions used by African-American children were treated by the fourteen texts used in the study.

Table 3: Nonstandard English Expressions Dealt with by Textbooks

Non-Standard English Expressions	Texts													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. The use of the verb "be" to indicate a reality that is recurring or continuous over time.									9		11	12		14
2. The deletion of some form of the verb "to be."									9		11			14
3. The use of the third person singular verbs without adding the "s" or "z" sound.											11			14
4. The use of the "f" sound for the "th" sound at the end or in the middle of a word.		2							9		11			14
5. The use of an additional word to demote plurals rather than adding "s" to the noun.														14
6. Non-use of "s" to indicate possessives.														14
7. The elimination of "l" or "r" sounds in words.									9		11			14
8. The use of words with different meanings.													13	14
9. The lack of emphasis on the use of tense in verbs.									9		11			14
10. The deletion of final consonants.									9		11			14
11. The use of double subjects.											11			14
12. The use of "it" instead of "there."														

This analysis shows that even the six textbooks that addressed the reading needs of African-American children at some length did not cover all of the aspects of nonstandard English. Only three of the six textbooks treated more than three nonstandard English expressions and one of the six textbooks and seven of the other eight books did not deal with the issue at all.

IMPLICATIONS FOR BEGINNING TEACHERS AND SCHOOLS

First, in addition to the recommendations that were set out in M.L. King v. Ann Arbor School District, pp. 1385-1388, it is suggested that programs or courses aimed at training prospective teachers how to take advantage of the language spoken by a majority of African-American children be implemented in teacher training institutions. These programs or courses should be required along with the requisite reading courses. No one would think of sending teachers to teach in a middle-class school environment without proof that they have satisfied the minimum requirement in basic English. Conversely, no teacher should be sent into the urban African-American schools without a minimum level of knowledge about the structure of nonstandard English. The programs or courses should be structured to prepare prospective teachers, entering teacher education programs, to teach urban African-American children, because an increasing percentage of teachers (approximately 2,000,000 in 1990), will be teaching in predominantly African-American schools. Hopefully, these teachers' training programs or courses will be instrumental not only in helping teachers understand the structure of nonstandard English, but also in becoming acquainted with problems that are unique to the urban African-American child.

Second, linguistic concepts should not be taught in isolation. A knowledge of personal experiences relative to linguistically and culturally different groups and the urban environment will be instrumental in creating an understanding and democratic attitudes that will be instrumental in transmitting insightful skills for training the urban child in all areas

of the curriculum. With the recent demand for accountability, classroom teachers must equip themselves to do more effective work in all classrooms and to have a better understanding of the African-American child's language structure for such knowledge can be instrumental in helping them achieve common educational goals which mainstream society demands or deems necessary for status, employment and the enjoyment of full civil rights.

Educators are aware that our nation is becoming increasingly urbanized, and that the number of African-American children is increasing. Thus, the use of nonstandard English is also increasing, despite the attempts by a few middle-class African-Americans and White Americans to deny its existence, thereby denying the adequacy of the African-American child's mode of communication. Based on the above statements, it seems obvious that teacher preparation programs should give prospective teachers the knowledge, attitudes, skills, and understanding that will make it possible for teachers to reach and relate effectively to the African-American child. This can only be accomplished when the language barriers are recognized, because once the language barriers are recognized, the teacher will be in a position to accept and understand the total African-American language as a part of our culture. Therefore an understanding of the African-American child's language structure necessarily leads to a better understanding of the African-American child's culture.

Third, concerned individuals, action groups and African-American organizations at the state and national levels should begin dialogue with educators, authors and the editors of publishing houses to express their need to be represented more thoroughly in textbooks being used to train teachers in the nation's colleges and universities. Currently, ten percent of the U.S.A's population of 250,000,000 people consists of African-Americans and this percentage is steadily growing, so a request to have more attention paid to their educational needs would not appear to be unreasonable.

Fourth, immediacy is the key word in overcoming the teachers' lack of knowledge relative to nonstandard language as spoken by many African-Americans. Long before this study was initiated, concerned linguists and educators advocated a restructuring of the teacher education program. We can no longer afford to spend more time giving lip-service to this vital concern. We now have the knowledge and the physical capabilities to implement professional course work, workshops and seminars relative to inner-city life styles, as well as nonstandard language components in the teacher preparation curriculum. These programs should be implemented in the context of personal involvement. For example, student teaching could be scheduled on a two semester basis, with a minimum of one semester spent in selected urban schools, and one semester spent in another school setting, such as an Appalachian school setting, a suburban school setting, or a rural setting; or both semesters could be spent in selected urban schools depending on the teacher's primary and secondary areas of interest. However, every prospective teacher should have urban training, because a teaching certificate indicates that the teacher is qualified to teach anywhere in the state that issues the certificate.

Fifth, the prospective urban teacher should be asked to participate in community activities and become personally involved with the life style of the setting where he or she is participating as a student-teacher. The participating student-teachers would supplement their field experiences with classroom instructional activities such as studying various dialects, literature, and a plethora of activities, designed to prepare them to understand the deep structure of nonstandard urban dialect. To implement the above recommendations, a call to action is in order. However, this study is not only a call to action, it is also plea for expedient action. The gathering of data for this study was meant to become an instrument of immediate change. A total commitment to teacher training programs in the area of reading and language must be made so that teacher-pupil learning experiences for all pupils can become meaningful

and positive. But this commitment must be in the form of a collaborative effort by all educators and friends of educators, not just a handful of concerned citizens.

Finally, more research is needed in the areas of nonstandard English dialects and how they affect, not only reading and standard English, but also other areas of the curriculum. The literature reviewed revealed a surfeit of materials addressing the need to recognize nonstandard English as an adequate language with rules, structure and consistent patterns that should be accepted and incorporated in the teacher training program/curriculum. The fact that African-American dialects share many structural features common to standard English has also been emphasized, but little research has been done on the place of nonstandard dialects in the classroom since the 1970s. This lack of indepth research on nonstandard dialect as pedagogical tools is possibly caused by a reluctance on the part of school districts to accept a non-white, nonstandard formal language in the classroom. This mindset bars such studies from being initiated. The investigators, therefore, recommend that concerned educators, as well as those interested in improving teaching/learning in urban schools, take a further look at ways to utilize nonstandard English generally, but especially nonstandard English as spoken by many African-Americans, the largest minority population.

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